



# SC Annual School Report Card Summary

Cape Romain Environmental Education Charter School

Grades: K-6  
Principal: William Dwyer  
Superintendent: Wayne Brazell, Ph. D.  
Board Chair: Don McLaurin

**PERFORMANCE** Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

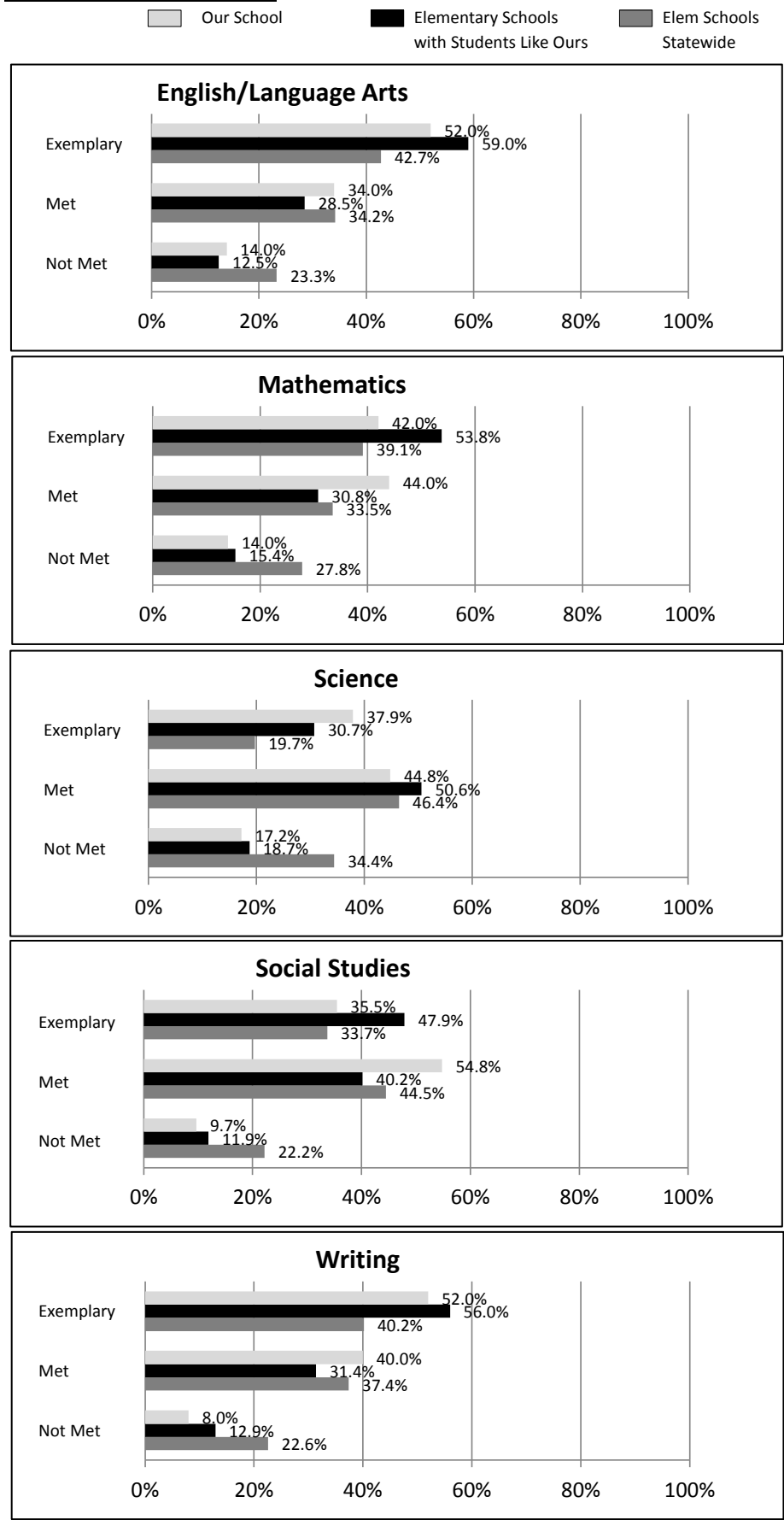
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Good	TBD	TBD	A	N/A
2013	Excellent	Average	GOLD	N/A	I	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
37	4	0	0	0

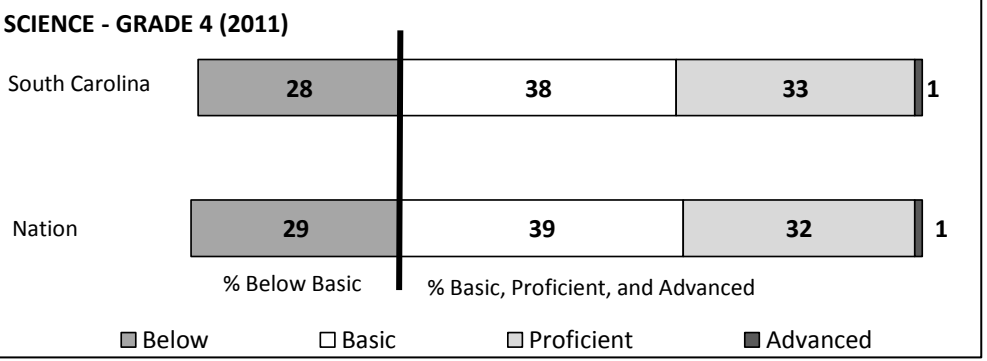
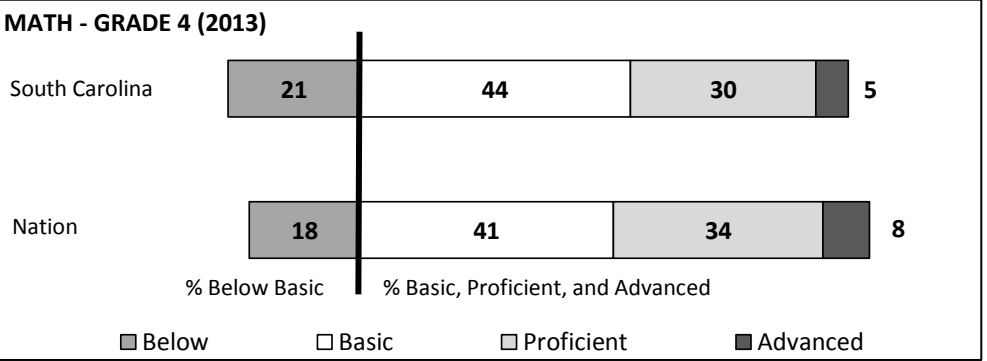
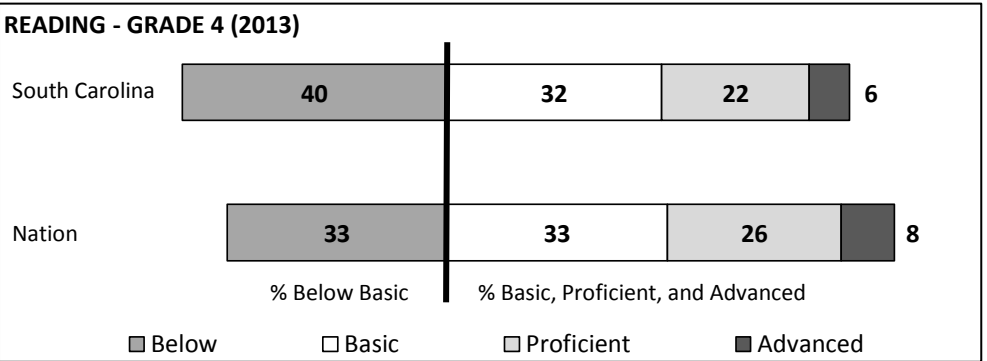
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable    N/AV-Not Available    N/C-Not Collected    N/R-Not Reported    I/S-Insufficient Sample    TBD-To Be Determined

Cape Romain Environmental Education Charter School (CREECS)

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 108)				
Retention rate	2.0%	Up from 0.0%	0.8%	1.0%
Attendance rate	94.5%	Down from 95.9%	97.1%	96.5%
Served by gifted and talented program	0.0%	No change	12.0%	7.3%
With disabilities	11.7%	Up from 4.3%	10.8%	12.5%
Older than usual for grade	1.0%	Down from 1.4%	1.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 0.0%	0.0%	0.0%
Teachers (n = 10)				
Teachers with advanced degrees	50.0%	Down from 71.4%	64.5%	62.3%
Continuing contract teachers	30.0%	Down from 57.1%	88.6%	81.2%
Teachers returning from previous year	N/A	N/A	91.0%	88.4%
Teacher attendance rate	94.5%	Down from 97.6%	95.4%	95.3%
Average teacher salary*	\$39,140	Up 3.0%	\$49,704	\$47,902
Classes not taught by highly qualified teachers	28.6%	Down from 47.6%	0.0%	0.0%
Professional development days/teacher	1.9 days	Down from 3.7 days	10.4 days	10.9 days
School				
Principal's years at school	1.0	No change	5.0	4.0
Student-teacher ratio in core subjects	11.5 to 1	Up from 9.7 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.3%	Down from 91.7%	90.9%	90.7%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	No change	99.8%	100.0%
Character development program	Average	Up from Unsatisfactory	Excellent	Excellent
Dollars spent per pupil**	\$15,248	N/A	\$7,271	\$7,680
Percent of expenditures for instruction**	52.2%	N/A	68.5%	66.8%
Percent of expenditures for teacher salaries**	38.0%	N/A	67.5%	66.0%
ESEA composite index score	95.0	N/A	95.6	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	10	N/R	N/R
Percent satisfied with learning environment	100.0%	-4.0%	-4.0%
Percent satisfied with social and physical environment	80.0%	-4.0%	-4.0%
Percent satisfied with school-home relations	100.0%	-4.0%	-4.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cape Romain Environmental Education Charter School (CREECS)’s mission is to create a small and diverse collaborative learning community that immerses students in critical thinking, environmental stewardship, and engaged citizenship through meaningful and innovative learning experiences. CREECS engages family and community in the commitment to nurture the whole child in preparation for a global society by emphasizing ecological conservation and sustainability.

Students learn a “love of place” through hands-on participation in an inquiry-based environmental education curriculum grounded in the study of natural resources in the area. This innovative, interdisciplinary, environmentally-based curriculum is purposefully woven together utilizing the constructivism learning approach—where students are actively engaged in thinking, learning, questioning and understanding—to study the various habitats and environmental considerations of the natural resources in their locality.

Educational experiences that require analysis, synthesis, and reflection combined with service learning opportunities facilitate student development of higher-order thinking skills and environmental stewardship. Learning at CREECS focuses on educating the whole child, involving families and community members in education, teaching state standards and twenty-first century skills, and providing learning opportunities that foster engaged citizenship and environmental stewardship.

CREECS’s teachers are involved in on-going professional development and training that includes but is not limited to the following: Environmental Education ( INDIGO) Training, Project Learning Tree , Project Growing Up Wild , Singapore Math, Environmental Education Curriculum Development, Common Core State Standards Training, Lee Cantor - "Assertive Discipline" Book Study and Training, Interactive Achievement, My Big Campus, and SmartBoard training.

The year ends with The CREECS Environmental Education Summit which gave every student in grades one through grade six the opportunity to communicate what they learned during their year-end culminating project. The culminating projects were designed to demonstrate rigorous student work as well as a service learning component. Parents, grandparents, and community members were all invited to attend.

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